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ABSTRACT

In September 2000, the Physical Education Kindergarten to Grade 12 Program of Studies was approved for implementation in Alberta, Canada. This program helps enable individuals to develop the knowledge, skills, and attitudes necessary to lead an active, healthy lifestyle. The four general outcomes are the ABCDs (Activity, Benefits Health, Cooperation, and Do It Daily...For Life). The ABCDs and the curriculum organizers are shown in the program design. Grade-specific outcomes for each curriculum organizer can be found in the program of studies, which is available at schools or via the Alberta Learning Web site. The program is outcomes-based and focuses on what students learn rather than what teachers teach. This publication explains what the new physical education program is all about, what a quality physical education program in schools looks like, and key components of the K-12 physical education program (active living; outcomes-based approach; knowledge, skills, and attitudes interrelated and interdependent; dimensions of categories; and student assessment). It concludes with resources available to support implementation and implementation questions to consider. A form for evaluating this publication is attached. (SM)

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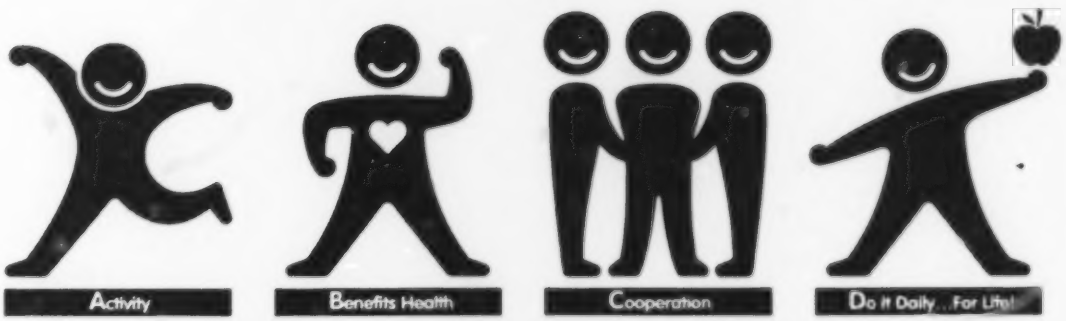
Administrator's Overview:

K–12 Physical Education



ABCD's of Physical Education

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Resource intent:

- to assist administrators with implementation of the K–12 physical education program
- encourage promising practices in physical education
- to provide an overview of the program.

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K–12 Physical Education Program of Studies

In September 2000, the Physical Education Kindergarten to Grade 12 Program of Studies was approved for provincial implementation. The aim of the program is *to enable individuals to develop the knowledge, skills and attitudes necessary to lead an active, healthy lifestyle.* The four general outcomes (the ABCD's), as well as the curriculum organizers; e.g., Basic Skills, Functional Fitness, Communication, Effort, are shown in the program design. Grade- specific outcomes for each curriculum organizer can be found in the program of studies, which is available at your school or via the Alberta Learning Web site at <http://www.learning.gov.ab.ca/k_12/curriculum/bySubject/physed/>.

Program of Studies Design
K–12 Physical Education

The aim of the Kindergarten to Grade 12 physical education program is to enable individuals to develop the knowledge, skills and attitudes necessary to lead an active, healthy lifestyle.

Activity

General Outcome A

***Students will* acquire skills through a variety of developmentally appropriate movement activities; dance, games, types of gymnastics, individual activities and activities in an alternative environment; e.g., aquatics and outdoor pursuits.**

- Basic Skills; Locomotor; Nonlocomotor; Manipulative
- Application of Basic Skills in an Alternative Environment; i.e., Aquatics and Outdoor Pursuits; Dance, Games, Types of Gymnastics, Individual Activities

General outcomes B, C and D are interrelated and interdependent and are achieved through involvement in movement activities identified in General Outcome A.

General Outcome B

Benefits Health

***Students will* understand, experience and appreciate the health benefits that result from physical activity.**

- Functional Fitness
- Body Image
- Well-being

General Outcome C

Cooperation

***Students will* interact positively with others.**

- Communication
- Fair Play
- Leadership
- Teamwork

General Outcome D

Do it Daily ... for Life!

***Students will* assume responsibility to lead an active way of life.**

- Effort
- Safety
- Goal Setting/Personal Challenge
- Active Living in the Community

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What the new physical education program is all about

The new physical education program:

- is **an outcomes-based program** with a focus on what students learn rather than on what teachers teach
- outlines **what students will know and be able to do** as a result of participation in an activity
- is **a K to 12 continuum**, with a common format, language and philosophy, rather than separate elementary and secondary programs
- has an overall purpose of creating a **desire to participate** in physical activity for a lifetime
- encourages teachers to choose activities based on the needs of students, resources available, safety considerations and personal expertise. The activity chosen is the vehicle by which the prescribed outcome can be achieved by students.

What a quality physical education program in schools looks like

A quality physical education program should:

- focus on student learning outcomes
- be balanced; i.e., include games, types of gymnastics, dance, alternative environments and individual activities
- have a variety of activities with a focus on successful participation and involvement, including skill development
- include a high level of activity for all children, including children with disabilities
- include sufficient equipment for all children to have hands-on experiences
- ensure that all children's needs are met, through levels, choices and variety of tasks
- show that fair play and cooperation are encouraged and taught
- ensure that assessment:
  - is a method to enhance student learning
  - focuses on **outcomes**
  - includes, when possible and practical, student involvement; e.g., students identify criteria
- occur in a safe, positive environment where **all** children feel successful
- ensure that the activities selected are only the vehicles used to achieve the outcomes. No single activity in the program is prescribed; e.g., basketball, cycling.

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Key components of the K–12 physical education program

Active Living

The physical education program emphasizes active living, with a focus on physical activity that is valued and integrated into daily life.

Active living through physical education:

- creates a desire to participate
- focuses on lifetime activities that promote health-related fitness for life
- is about physical activity; and the nature, form, frequency and intensity of the activity are relative to each person's ability, needs, aspirations and environment
- places physical activity within a broader perspective of total fitness and well-being that encompasses the entire experience of movement—physical, mental, emotional and social dimensions
- is enhanced through opportunities to participate in such activities as intramurals, interschool athletics and community-based sport and recreation activities
- is centred around learner needs and is inclusive, individual and varied
- is supported when opportunities for making choices are provided
- is supportive of the relevance of physical activity within the community.

Outcomes-based Approach

There are four general outcomes: A – Activity, B – Benefits Health, C – Cooperation, D – Do it Daily … for Life! Specific outcomes are identified for each grade and are in the program of studies.

An outcomes-based approach:

- assists teachers in communicating grade-specific outcomes to students and parents
- allows teachers to modify programs; plan remediation and enrichment; and include student options in content, learning activities, time allotments and assessment
- emphasizes performance assessment — that which demands the application of criteria
- has the potential to emphasize student self-assessment, and goal setting.

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Knowledge, Skills and Attitudes — Interrelated and Interdependent

Cognitive, psychomotor and affective domains are interrelated and interdependent — one does not occur totally in isolation of the others. This is reflected in the integration of these elements of learning within all general outcomes. Previous assessment strategies encouraged assessing students based on separate domains of learning. Assessment practices suggested in the new *Physical Education Guide to Implementation, Kindergarten to Grade 12*, available on the Alberta Learning web site at <http://www.learning.gov.ab.ca/K_12/curriculum/bySubject/physed/> or through the Learning Resources Centre (LRC), encourage integration of concepts and "domains" of learning. Assessment should be based on specific outcomes. Focus should align with the active living philosophy that defines physical activity in a broader, more holistic context.

Dimensions

Dimensions or categories of activity include:

- alternative environment
- dance
- games
- types of gymnastics
- individual activities.

No time allocation for each dimension is given, as teachers will make program decisions based on the needs of the students, training and resources. **It is recommended that programs provide for learning opportunities in all dimensions so that students can experience a variety of movement opportunities.** Activities are selected as a vehicle in which to best meet the prescribed outcomes and facilitate, within dimensions, student learning. Grade-specific implementation assistance, organized by dimension, is provided in the guide to implementation on pages 57–213. This resource aligns specific outcomes with illustrative examples and assessment, evaluation and communication strategies. As well, active living opportunities are identified, which will help to demonstrate and interpret the program philosophy.

Assessment

To assist students in meeting the aim of the physical education program, assessment should:

- be continuous
- be collaborative
- be comprehensive
- include clearly identified and communicated criteria.

The guide to implementation includes many sample assessment and evaluation strategies, including checklists, rubrics and analytic rating scales.

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Resources available to support implementation

- Learning Resources Centre (LRC) — all authorized resources:
  Telephone: 780–427–2767
  Fax: 780–422–9750
  E-mail: <lrccustserv@gov.ab.ca>
  Web site: <http://www.lrc.learning.gov.ab.ca>

Physical Education Guide to Implementation, Kindergarten to Grade 12	LRC Product # 425597 - $11.55 + GST
Safety Guidelines for Physical Activity in Alberta Schools	LRC Product # 405672 - $ 9.95 + GST

- Alberta Learning Physical Education Online Web site:
  <http://www.learning.gov.ab.ca/physicaleducationonline/>
  This site includes: a lesson plan database; activities to address the outcomes for General Outcomes A, B, C and D; a list of all authorized resources, with complete annotations; and a grades 7–10 home education site.

Implementation questions to consider:

1. Are you familiar with the outcomes of the new program of studies; e.g., general outcomes and grade-specific outcomes?

2. Do you have copies of the guide to implementation and safety guidelines? Are you aware of how you can make use of both resources in your program?

3. How do your assessment strategies support the active living philosophy; e.g., suggestions from the guide? Do your assessment strategies focus on clearly identified criteria, are they aligned with grade-specific outcomes and the activity students are participating in, and do they address the developmental readiness of the students?

4. How does your program address the criteria of a quality physical education program? See page 2 of this overview.

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Evaluation and Feedback
Administrator's Overview: K–12 Physical Education

We hope the *Administrator's Overview: K–12 Physical Education* addresses most of your questions regarding implementation of the program. Since the users of this resource are in the best position to identify its strengths and weaknesses, please take some time to share your thoughts with us. If you have further suggestions and comments on the use and value of this resource, please feel free to add those comments below and forward your feedback to the Learning and Teaching Resources Branch, Alberta Learning.

How do you rate the *Administrators Overview: K–12 Physical Education?*

	Yes	No	Comments
Useful?	❑	❑	_____
			_____
Easy to understand?	❑	❑	_____
			_____
Well-organized?	❑	❑	_____
			_____
Complete?	❑	❑	_____
			_____

Overall rating 5 (Excellent) 4 3 2 1 (Poor)

Other comments: _____

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